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ABSTRACT

A study examined the position of women in postcompulsory education and training in Wales. Results indicated that many aspects of the position of women in education and training in Wales still compared unfavorably with that of men and the rest of Britain. Two main trends running through the major policy changes in relation to education were the development of consortia and partnerships and the marketization of education and training. Key barriers to unemployed women's participation in education, training, and employment were as follows: lack of affordable child care, lack of transportation, lack of confidence, inappropriate hours, and lack of up-to-date substantive skills. Patterns of participation revealed the following: a rapid increase in retention rates over the past 5 years; women as the majority of further education students; women outnumbered by men studying in nonuniversity higher education, women outnumbering men as undergraduates, and predominance of women in initial teacher training. The gender monitoring of statistics was recommended. A number of good practices were identified in education and training initiatives for women: collaborative working, outreach work, flexible arrangements, confidence-building, long-term guidance and counseling, role models, and women-only training. Also recommended were integration of training policies for women with regional economic development strategies and a lifelong career service. (Nineteen references are listed. A Welsh language version is provided.) (YLB)

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EQUALITY THROUGH EDUCATION



EQUAL
OPPORTUNITIES
COMMISSION

WOMEN IN POST-COMPULSORY EDUCATION AND TRAINING IN WALES

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A summary
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prepared for
EOC Wales

SEPTEMBER
1994

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EQUALITY THROUGH EDUCATION

Women in Post-Compulsory Education and Training in Wales

This report represents a Summary of a study carried out for the Equal Opportunities Commission in Wales by David Istance and Dr Teresa Rees, in Spring 1994. It outlines the background to the study, the methodology and the key findings and conclusions, including recommendations for change. The full report is available as part of the EOC's Research Discussion series.

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This research report examines the position of women in post-compulsory education and training in Wales: education and training after the minimum school leaving age of 16. The study is part of the Equal Opportunities Commission's contribution to the work of **Chwarae Teg** in Wales.

The Equal Opportunities Commission is an independent statutory body set up by Parliament to secure equality of opportunity, equal pay and equal status between women and men. Its role is to oversee and enforce the Sex Discrimination Acts and Equal Pay Act and to promote good practice.

Chwarae Teg is an independent consortium of organisations including Welsh Office, Welsh Development Agency (WDA), Training and Enterprise Councils (TECs), local authorities and the EOC itself which is seeking to expand the role of women in the workforce. It works to an Action Plan built on research which identified particular barriers for women in Wales, including the need to ensure that education and training provision was more accessible and better met the needs of women.

In 1993 EOC Wales launched a successful publication **Realising Potential**, drawing on practical experience in Wales of ways to increase the effectiveness of education and training provision for women. It was particularly seeking to encourage the adoption of good practice in mainstream courses. In the same year the results of the EOC's **Formal Investigation into Vocational Training in England and Wales** identified the importance to establishing comprehensive monitoring and evaluation

mechanisms to assess whether equality was being achieved within education and training provision.

This study takes the work forward. Its objectives were:

- ◆ to identify key aspects of the policy context and the position of women in the labour market;
- ◆ to provide a statistical review of the position of women in education and training, giving particular attention to the quality and quantity of statistics that allow gender monitoring and identifying gaps in the statistical base;
- ◆ to analyse special initiatives for women in education and training.

Other policy implications of the findings are also drawn out. The work is designed to assist those involved in the development of education and training policy in Wales, and elsewhere, and those planning and managing provision. It provides a comprehensive picture of the current position of women within the full range of education and training provision, clearly demonstrating that whilst considerable progress has been made towards achieving equality of access there remains considerable inequality in the type, status and sponsorship of the courses undertaken by women which later can result in less opportunity or progression in the labour market than for men.

The study is particularly timely. The policy context has undergone dramatic change recently in terms of the roles and responsibilities of a number of key organisations. While there are new **partnerships** between organisations, there is also the trend towards the '**marketisation**' of education and training. The greater play of market forces can lead to issues such as equal opportunities policies and women's needs being overshadowed by other concerns that are more pressing for financial reasons. It is important that they do not do so.

There has been a wide range of initiatives aimed at developing women's skills, many started by women themselves. A key challenge is to mainstream good practice.

The study was limited in time and resources so secondary sources served for the review of policy, context and special initiatives, together with semi-structured interviews with key actors. The statistical mapping of the position of women in education and training drew upon both official statistics, and a survey of information compiled by other agencies including further education (FE) colleges and TECs in Wales. Published statistics are often not presented in such a way as to make the gender dimension clear; for this, considerable secondary analysis is required. The survey revealed that there were no systematic patterns of record keeping among FE colleges and TECs.

The ability to respond to requests for information on women's participation patterns therefore varied widely.

The study also drew upon the expertise of members of the project steering committee and Chwarae Teg Training and Enterprise Network Working Group.

The results of the study show that while there remain many aspects of the position of women in education and training in Wales that compare unfavourably with that of men and the rest of Britain, there has been great progress in the last ten years. For instance, participation rates have improved overall although gender stereotyped subject choices remain firmly in place. South Glamorgan Women's Workshop, an internationally acclaimed initiative which targets disadvantaged women, particularly black and ethnic minority women, has recently celebrated its tenth anniversary. Access courses have mushroomed and the main beneficiaries have been women. There are more courses targeting women returners which address important issues that pose barriers to women's participation such as childcare needs, confidence building, and guidance.

However, despite this progress, there is an urgent need for a more systematic and strategic approach to women's education and training needs in Wales, both for economic reasons - to ensure Wales is not a low skill, low wage region of Europe - and in order to combat discrimination.

THE POLICY CONTEXT



The field of education and training has seen major policy changes in the last five years. Some of these are the result of British Government policy, others are particular to Wales. Welsh Office now has overall responsibility for Further Education (FE), Higher Education (HE) and training, and recently launched a consultative document on developing skills, *People and Prosperity: a Challenge to Wales*. Seven TECs have been set up in Wales. Funding has been transferred to Welsh Higher and Further Education Funding Councils respectively. The removal of the trans-binary divide has meant that in addition to the six colleges of University of Wales, there is the new University of Glamorgan. With the ending of local authority control of FE there have been some college mergers. New qualifications such as the National Vocational Qualifications (NVQs) and General National Vocational Qualifications (GNVQ), and targets for education and training - the National Targets for Education and Training (NTETs) - have been established.

There are two main trends running through all these changes that pull in distinct directions. On the one hand, there is the development of **consortia** and **partnerships** in Wales. Chwarae Teg has acted as a catalyst for projects being developed to meet women's training needs. One such initiative was the WDA-funded study, "Expanding the Role of Women in the Workforce", the pre-cursor to Chwarae Teg, which included surveys of employers. Opportunity 2000 was set up in Wales a year later than in England, and has involved many employers in training projects. Welsh Office has brought together the TECs and other organisations and is developing a database on training. The

Welsh TECs jointly fund their own coordinator. Wales has developed networks with the four Motor Regions of Europe, and education and training projects are an important part of those links.

At the same time, there is a trend towards the **marketisation** of education and training: market forces, shaped by formula funding, are leading to changes in the priorities and activities of colleges. While the net effect of marketisation on women's education and training is difficult to predict overall, there are risks. The new formula funding, for instance, may mean that some adult education courses which have served women well may be unprofitable. Outreach work, and provision for those women from ethnic minorities with language needs, are not as lucrative as other courses. Such effects should be closely monitored.

A major source of funding for training in Wales is the **European Commission (EC)**. The EC is increasingly concerned about the need to develop women's skills. This is for both economic reasons (given demographic changes and skill shortages in the European Union) and social reasons (the need to avoid large scale social exclusion of women). There are moves to ensure that women's needs are in future mainstreamed in the European Social Fund (ESF). NOW, the EC initiative specifically to promote women's training, is set to begin a new, six- year phase with double the budget of the previous phase. IRIS, the network of women's training projects in Europe, has just begun a second, expanded phase.

Equal opportunities generally and women's needs in particular must be kept centre stage in the development of new policies.



Economic activity rates for women and men in Wales are among the lowest in Britain. A major cause of inactivity is the high number of working age men and women registered as sick and disabled (original source 1991 census, ERES 1994). Childcare facilities are especially inadequate in Wales and are a barrier to women's participation in education, training and the labour market (Chwarae Teg 1993). The workforce is highly segregated, with many women in part-time and low skilled, low paid jobs. Some 20 percent of the population are Welsh speakers, and female Welsh speakers are more likely to be economically inactive or in low skilled jobs than non-Welsh speakers (North West Regional Research Laboratory 1993, Morris 1994). Women from ethnic minorities constitute just over 1 percent of women of working age in Wales, of whom just under half are economically active compared with nearly two thirds of white women. There are variations between ethnic groups: Black African and Caribbean, Indian and Chinese women are more likely to be economically active, Pakistanis and Bangladeshis less so (Owen 1994).

Key barriers to unemployed and economically inactive women's participation in education, training and employment have been identified as: lack of affordable childcare facilities, lack of access to private transport and inadequate public transport, lack of confidence, inappropriate hours, and lack of up-to-date substantive skills. For women wanting to return to education and training, family-friendly hours and styles of teaching, women tutors, and women-only training especially in

new technologies, have also proved to be important.

Other key features of women's participation in the labour market in terms of their access to training are:

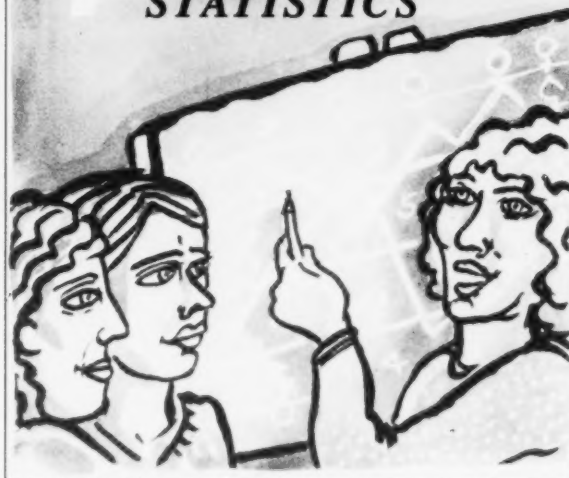
- ◆ Investment in training by employers is highly skewed towards full-time senior, managerial and technical staff; as a consequence, far too many women miss out on job related training. In sectors which are major employers of women, there are divergent trends. The retail sector includes some companies which are investing in staff and training women up to supervisory roles. Case studies of contract cleaning by contrast show pay to be reduced and high levels of turnover (Rees and Fielder 1992).

- ◆ Women predominate in education and health, both of which are characterised by relatively greater investment in staff training. However, there is a danger that increased "credentialism" of the professions, implying even greater demands for qualifications, poses particular problems for women who take career breaks, or who want to return to work part-time. The skills and qualifications gap between them and men and women who have full-time continuous service will widen.

- ◆ There are relatively few women in top jobs in Wales compared with England, even in female-dominated professions (Rees and Fielder 1991, 1992). Women managers are especially few and far between: in a survey of employers in South Wales, 50 percent reported that they had no women managers at all (Rees and Willox 1991). The lack of women in top grades in education and training, as teachers and administrators, is also of concern as women in these positions perform mentoring, role model and networking functions.

- ◆ Self-employment and small businesses are important features of the Welsh economy, especially in rural areas: 8 percent of white women in Wales are self-employed, (a higher figure than in either England or Scotland). Self-employment is twice as high among women from ethnic minorities, and is particularly high among Pakistani and Chinese women (Owen 1994). The EC-funded Athena project on women entrepreneurs in Wales uncovered major problems facing women wanting to set up in business. Enterprise agencies were not geared to women's needs or those of family businesses; training was often inappropriate (Gateway Europe 1993).

PATTERNS AND RECENT TRENDS: A REVIEW OF STATISTICS



Patterns of participation

Patterns of women's participation in education and training are more complex than they were historically. Women used to be disadvantaged on all indicators of participation and attainment. Now, there are major strides to observe, but pressure points remain. While some routes of access and progression are well trodden, others are not. Moreover, it is unclear to what extent education and training provision has been adapted to women's needs in all their diversity, or whether women have simply adapted to systems that have not been designed with their needs in mind. Looking beyond patterns of participation, there are issues of how women experience education and training.

A recent Department for Education summary of the position of women in post-school education in Britain describes the overall situation (1993). Girls achieve better results at GCSE; women have higher levels of educational participation at 16 and 17; women are more likely to take and pass A levels; undergraduates are highly segregated by gender by subject; unemployment is higher among women graduates than men; men have higher qualifications, but the gap is closing in the younger age groups; teachers are more likely to be women; women are more likely to be studying on shorter FE courses than men. The bald headline trends nevertheless hide problems and bottlenecks, some of which are particular to Wales.

16 - 18 year olds

◆ There has been a rapid increase in staying-on rates over the last five years, from half the 16 year-olds in 1989 to 70 percent in 1993. Women stay on in larger numbers, especially in rural counties. Of those who stay on in education at 16, approximately two thirds of men and women then continue in full-time education up to age 18. For those who do not stay on, a declining number are entering Youth Training; of these, men are the majority.

◆ The job market for young people has collapsed, and there are now only tiny numbers of jobs for 16 year-old school leavers with a training element. In 1993, less than 2 percent of girls left school at 16 to go into a job incorporating planned training (Careers Service Wales 1994). Most alarmingly, research in South Glamorgan shows that about a fifth of 16 to 18 year-olds are, at any one time, not in education, training or employment: many of them 'disappear' altogether from the system (Istance, Rees and Williamson 1994).

◆ Welsh 16-18 year olds perform relatively badly compared with England. There is a significantly higher percentage who leave with no qualifications at all. At the other end of the spectrum, the proportion with two or more A levels is also low. However, women perform better in this regard than men. Inter-county comparisons show that Mid Glamorgan fares the worst (Welsh Office 1994b).

Further and Higher Education

◆ Women are the majority of **FE** students. There is a pattern of more women enrolling in open and evening courses and more men in work-integrated programmes. Two thirds of 'released' students are men, but such places are now drying up. Women pursue the more academic courses while men study for BTecs and City and Guilds (Welsh Office 1994a). Women are less likely to end up with qualifications as a result of their studies.

◆ Women are still outnumbered by men (47 percent) studying in **non-university higher education**. Men are more likely to follow sandwich and release courses. Enrolments have grown, but there is a strong gender separation by subject area, especially in maths, technology and computing. Education and medical-related courses attract many more women (Welsh Office 1994a).

◆ Welsh women slightly outnumber Welsh men as **undergraduates** across UK universities as a whole.

There are large numbers of men and women in business administration and social studies courses. There, as in non-university HE, women are found in education and medical related courses while men predominate in the sciences. There is a clear lack of women in science, technology and engineering - all growth areas. Welsh women are under-represented in these fields not simply in relation to Welsh women, but compared with women from other parts of Britain too (data supplied by the Universities Statistical Record).

◆ Women have made inroads in **postgraduate** education: by the end of 1992 they constituted 44 percent of such students from Wales. There is a high concentration in a few subjects: 75 percent of women are accounted for in three out of ten subject lines while 80 percent of men are in just four subjects. 35 percent of all women postgraduates are in education compared with 20 percent of men. Welsh women are again under-represented in engineering and technology compared with female postgraduates throughout the UK (data supplied by the Universities Statistical Record).

◆ The number of **access** students expanded ten-fold in Wales between 1988/9 and 1993/4. Such programmes are now widely available throughout FE and increasingly in HE. Three-quarters of access students go on to HE courses. Women are the majority of access students (58%). However, there is still the issue of breadth to be addressed, especially that of opening up access to science degrees (Wales Access Unit 1993).

◆ In the **Open University (OU)** in Wales, overall patterns of enrolment and subject choice align closely with those in conventional university programmes. 43 percent of OU students in Wales are women (1992). This form of distance learning is more successful in attracting older women (over 40 years) than older men. 60 percent of women OU students are in the arts and social sciences. "Male" subjects attract fewer women than "female" subjects attract men (Welsh Office 1994a).

◆ Overall women from ethnic minorities comprise 3.3 percent of all full-time students in Wales although they only comprise 1.5 percent of total numbers of women in the country. This is partly because of overseas students attending higher education institutions. Participation is particularly high among 'Chinese and other' ethnic groups (Owen 1994).

Women and teaching: initial training and college lecturers

- ◆ Women are found to predominate in initial teacher training in Wales in the BEd (79%) and are more than half of those taking the higher qualification, the Post Graduate Certificate in Education (PGCE) (60%) (Welsh Office 1994a).
- ◆ Women teachers and managers can be important role models especially in non-traditional areas. However, despite the preponderance of women students in teacher training, men comprise 80 percent of lecturers and senior staff in FE and non-university HE. In universities, 80 percent of teaching and research staff are men. The percentage of women in top jobs in the universities in Wales is significantly lower even than the low figure in England (data supplied by Universities Statistical Record).

Other education and training for adults

- ◆ National Targets for Education and Training (NTETs) aim to have 80 percent of young people with the equivalent of NVQ level 2 (at least 5 GCSE passes at Grades A - C by 1997) and 50 percent the equivalent of NVQ level 3 (2 or more A levels or the vocational equivalent by the year 2000). Wales lags behind other countries of the UK in the percentage attaining NTETs at the Foundation levels - the qualifications aimed at young people. For Level 3, Wales is behind all the English regions as well. The gender breakdowns are not available (NACETT 1994).
- ◆ It might be hoped that the relatively poor showing of young adults in Wales attaining NTETs would be compensated for by later job-related training by older adults. Unfortunately, Wales shows up badly in regional comparison here too, and women in Wales do particularly poorly. The incidence of job-related training is not only worse comparing women in Wales with women in all the British regions, but the gap between men and women is largest in Wales too. Only 37 percent of Career Development Loans in Wales went to women (Career Development Loans 1993).
- ◆ Training for Work is the main form of publicly-sponsored training for the adult unemployed. The data are weak, but suggest that more men participate than women. Wales again does not compare well with other parts of Britain in terms of the percentages of trainees who achieve a vocational training qualification. Traditional choices and occupational segregation patterns are very marked. In 1991, women from ethnic

minorities in Wales were more likely to be on government schemes than in Scotland or England, and twice as likely as white women (CSO 1993).

Educational attainment of the adult population: high level qualifications

- ◆ Across all age groups, more men overall in Wales have degree-level qualifications, while women are the majority of those with 'sub-degree' level HE diplomas. The female disadvantage is particularly pronounced in Mid Glamorgan and Gwent (OPCS 1994). This underlines the importance of continuing education and training for women to make up for the legacy of historically low female participation rates in higher education. While some women from ethnic minorities are well qualified, in South Glamorgan, which records the highest numbers of black and ethnic minority women, qualification rates are below those of the white population (Owen 1994).

Statistics and Monitoring

Accurate, usable statistics are vital for gender monitoring. They are the basis for assessing progress. They provide insights on the impact of different policies on differential take-up and completion rates and results should be fed into strategic decision-making and planning. The impetus to improve gender monitoring of statistics should be strengthened by plans to improve the database on education and training being developed by the Welsh Education and Training Information Working group chaired by the Welsh Office.

Gender monitoring through statistics is a multi-faceted operation with a number of key dimensions. While gender is a dimension for which education and training data are often collected, unlike courses in the Welsh language, and participation by ethnic origin and disability, these are often presented as raw data, which makes interpretation cumbersome. Where possible, data on gender should be shown in percentages as well as numbers so that distributions are clear.

Colleges and TECs range widely in what they collect and in their ability to extract data when requested. Some statistics are weak, there is considerable variation in systems of record-keeping used, and changes in organisations have produced discontinuities. In our survey, this applies with particular force to the TECs at present.

The following recommendations for the gender monitoring of statistics were identified:

- ◆ A major step forward would be a 'gender scorecard' for education and training statistics, made up of a series

of indicators. Progress can then be monitored. This way, specific gaps in the statistics can be identified which need to be filled: these include information on 16 to 18 year-olds not in education, employment or training, and data on drop outs, student/trainee destinations, completion rates and staffing.

◆ It would be helpful if **guidelines** on gender monitoring systems could be developed for providers. These should allow cross tabulation with other variables such as ethnic origin. These could also clarify why data collection is important to developing institutional strategy.

◆ It is essential to develop an **integrated data management system** to pool data on education and training in Wales. This will avoid duplication of effort and the emergence of incompatible datasets. It will facilitate the development of strategic approaches towards training women. Welsh Office initiatives in the field of training statistics could prove very useful in this regard.

◆ Qualitative research is needed to follow up issues of women's training that cannot be reached through statistics. This would tap into women's **experience** of education and training, especially in male-dominated subjects. The impact of women-only training, including trainers, guidance and counselling could usefully be fed into strategic thinking on women and training.

◆ A **consortium approach** to the development of gender monitoring statistics is manageable at the level of Wales and would yield invaluable results. As training needs to be integrated into labour market and economic development policies more generally, this data would be of use to clienteles well beyond education and training providers and TECs.

EDUCATION AND TRAINING INITIATIVES



The EOC recently published *Realising Potential*, which identified education and training initiatives for women in Wales and brought out key points on good practice. This study sought to avoid duplicating that publication, and focused only on selected examples of particular interest.

The Initiatives

◆ The role of **Chwarae Teg** in promoting women's training among employers has been vital. It has emphasised how strong is the business case for childcare, and has developed partnerships between employers and training providers towards better childcare.

◆ **Opportunity 2000** in Wales has focused on training as one of its main areas of activity. A mentoring arrangement between Welsh Water, one of the large indigenous Welsh firms, and a small company in Mid Glamorgan, provides a model that may be followed by others.

◆ **South Glamorgan Women's Workshop** has won many awards for its pioneering work. It has an on-site nursery, charges no fees, and provides training for the disadvantaged in electronics and computing. New courses have been launched in telematics and telecommunications. Black and ethnic minority women, together with single parents, have been especially targeted.

◆ In an initiative which has received considerable coverage in the British press, the **Community**

University of the Valleys brings higher education to the doorstep of people in a deprived South Wales Valley who lack access to transport. The biggest take up has been from women, the majority of whom had left school at 15 or 16.

◆ The **University of Wales College of Cardiff Bilingual Skills Training Project** creates an opportunity for bilingual women from ethnic minorities to improve their employment prospects by developing their translating and interpreting skills.

◆ There are seven EC funded **NOW** projects in Wales, and six members of **IRIS**, the EC funded network of women's training projects. They include projects in Dyfed, Clwyd, Gwent and Powys.

◆ **Women's Studies** courses have developed rapidly in Wales in recent years and are successful in attracting mature-aged women into HE. Project Grace is an initiative funded by the Higher Education Funding Council for Wales (HEFCW) bringing together teachers of Women's Studies in HE and FE in a unique project to prepare course materials on women's history in Wales.

Lessons from Women's Education and Training Initiatives

These and many other initiatives tend to be started by **women for women**, in recognition of the gaps or inappropriateness of mainstream provision. The importance and effectiveness of **collaborative working** is demonstrated by many of these initiatives. The important point is to sustain these initiatives, while seeking to **mainstream** elements of good practice. The projects are invariably **funded on a shoe string**, with major energies being diverted from training to seeking further funding. More permanent funding is thus needed for many of these projects, as well as more advice and support for fund-seekers, especially as regards funding from the European Commission.

◆ The importance of **outreach work** is underlined, particularly for women in rural areas, single parents, women from ethnic minorities, women returners and some Welsh-speaking women. Employing women in outreach who share these characteristics is helpful.

◆ Lack of **childcare** facilities is a major barrier to the take-up of mainstream training. Childcare considerations affect the timing of courses, and suggest the need to develop innovative distance learning and other flexible arrangements for education and training.

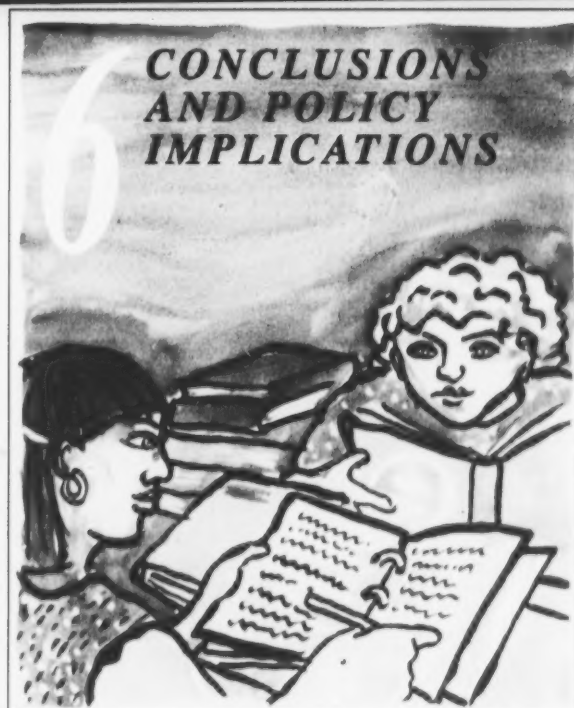
◆ **Confidence-building** is essential, especially for women to move into male-dominated areas of education, training or work.

◆ **Long term guidance and counselling** is vital: the EC has recognised this in its planning for the new programmes, **LEONARDO** and **SOCRATES**.

◆ **Flexible systems** are needed with better developed routes of progression, modular units available allowing credit accumulation and transfer, and more points of entry to education and training systems.

◆ Many more women should be employed as senior teachers, trainers and managers in FE/HE institutions, thus offering **role models** to students.

◆ **Women-only training** works, especially in the field of new technologies; many more opportunities are needed.



6 CONCLUSIONS AND POLICY IMPLICATIONS

Women Still Lag Behind in Education and Training

While there have been many signs of progress, the position of women in education and training in Wales remains worse in many respects than it is for men; it is even worse than for women in other parts of the UK. The picture is complex, but the main message from the review of research and the analysis of statistics is that equal treatment does not automatically result in equal outcome. Much existing provision is simply not in effect open to women. While there have been a large number of excellent initiatives, usually started by women to provide women-friendly training, they are peripheral to mainstream provision and cannot reach everyone.

Education and training systems are highly segregated by gender. Men predominate in scientific and engineering courses and those that have direct labour market links. Women make up large numbers of those in lower level FE and HE, and programmes not leading to qualifications. They lag well behind in vocational qualifications. Their qualifications are frequently not translated into labour market opportunities. The need of women for frequent career breaks and the drive for credentialism means that women returners will continue to face increasing difficulties reintegrating into the labour market unless provision for returners is improved.

General Policy Implications

A number of general policy implications emerge from this study.

◆ The first, and most important, is that **developing women's skills is essential to the development of the Welsh economy**. It is vital therefore that training policies be integrated with regional economic development strategies. The policy context, and particularly the commitment to build the "high quality, high productivity economy" called for in the Welsh Office document *People and Prosperity: a Challenge to Wales*, provides a valuable opportunity to put the issue of women's education and training needs, and the needs of the economy for the development of women's skills, high on the agenda.

◆ Secondly, given the enduring pattern of gender segregation in education, training and employment, there is an obvious need for a new programme of effective **lifelong careers advice**. Promoting this now is timely, given the current reorganisation of the careers service, as well as the growing importance attached to guidance and counselling by the EC. This should address the stereotyped choices and low aspirations of school girls, the needs of unemployed women and returners, and the career development of employees. The potential of mentoring arrangements, networks and role models is extensive and needs to be explored effectively, given the desperate shortage of women in senior posts.

◆ Comprehensive gender monitoring through **education and training statistics** has a vital role to play; the results should feed into strategic thinking. This is as true for organisations involved in education and training provision as it is for the system as a whole at a regional and national levels. The focus needs to move forward from realising formal equality of access to identifying barriers to genuine equality of outcome. There are still outstanding gaps in the statistics, especially on student/trainee drop-out, completion, destination and on staffing. Guidelines for education and training providers on how to monitor, what to collect and how to present and use relevant data would be helpful. Key organisations that would be appropriate to promote initiatives in this field include the EOC, Welsh Office, HEFCW and Further Education Funding Council for Wales (FEFCW).

◆ The **partnership** approach already successfully developed in Wales through Chwarae Teg and other consortia is a source of great strength in making progress, developing working relationships and developing awareness and a common culture. Childcare

is a key issue which Chwarae Teg has approached through partnerships between colleges and employers: this will hopefully be emulated.

Research Priorities and Questions for the Future

◆ **Research** is needed on the qualitative experience of education and training by women, so that lessons in good practice can be mainstreamed. Major gaps in knowledge also exist on the experiences of young women after school not in education, training or employment; the reasons for the low level of women in decision making in Wales and its impact particularly in education; and the low rates of employer-sponsored job-related training for women in Wales. Finally, access to Welsh medium education and training opportunities needs further documentation and exploration.

◆ The position of women in employer-sponsored training is especially problematic for women in Wales. This gives rise to the following questions: is it because women are not in those technical and managerial posts which tend to be targeted for training; or because of employers' attitudes or women's inability to manage education on top of family responsibilities; or is it that women are more likely to work in small and medium-sized enterprise which on the whole are less likely to offer training? Clearly employers need to review the criteria by which they select staff for training opportunities and consider how domestic, work and training commitments can be accommodated creatively.

◆ Given the increased focus on developing women's skills in the EC, it is vital to ensure that applications take advantage of opportunities of securing funding for training women effectively.

◆ There is a legacy of women who missed out on education first time round, whose skills need to be developed to participate in the workforce between now and the end of the century. Financial systems need to take this on board; it needs to be recognised that cuts in maintenance grants will impact particularly on women because they are less likely to get employer sponsorship, career loans and are likely to have responsibility for dependents. The role of the FEFCW and HEFCW is vital here to ensure the maintenance of the level of access funds which supplement the maintenance grants for women with particular needs. Colleges need their own childcare facilities for women with children to have better access to higher and further education.

◆ Finally, mainstreaming good practice from the many excellent initiatives in women's education and training must be the long term goal. Their successful and innovative features have general application, including attention to flexibility, modularisation, childcare, guidance and counselling, family-friendly hours, confidence-building, affordable fees, routes of progression, and women-only training where appropriate. Developing the economy of Wales relies particularly upon developing the skills of its women, to date an under-used national resource.

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The full research report **Women in Post-Compulsory Education and Training in Wales**, by **Dr Teresa Rees** of the School for Advanced Urban Studies, University of Bristol and **David Istance** of the Department of Adult Continuing Education, University of Wales, Swansea, is available, price £10.95, from the Equal Opportunities Commission:

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This report is prepared as a further contribution from the Equal Opportunities Commission Wales to the Chwarae Teg Action Plan.

*Chwarae
Teg Fairplay*

August 1994

DRADDOLDEB



COMISIWN
CYFLE
CYFARTAL

ADDYSG

Mennywod mewn Addysg
a Hyfforddiant wedi'r oed
gortodol yng Nghymru



Crynodeb o
ymchwil a
baratowyd
ar gyfer
CCC Cymru

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CYDRADDOLDEB DRWY ADDYSG

Menywod mewn Addysg a
Hyfforddiant wedi'r oed
gorfodol yng Nghymru

Crynodedb yw'r adroddiad hwn o
astudiaeth a wnaed ar ran y
Comisiwn Cyfle Cyfartal yng
Nghymru gan David Istance a
Dr Teresa Rees yng ngwanwyn
1994. Y mae'n amlinellu'r cefndir
i'r astudiaeth, y fethodoleg, a'r prif
ddarganfyddiadau a chasgliadau,
gan gynnwys argymhellion i newid
y sefyllfa. Mae'r adroddiad llawn ar
gael fel rhan o gyfres Trafod
Ymchwil y CCC.

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**Cyhoedwyd gan
Comisiwn Cyfle Cyfartal Cymru, 1994**

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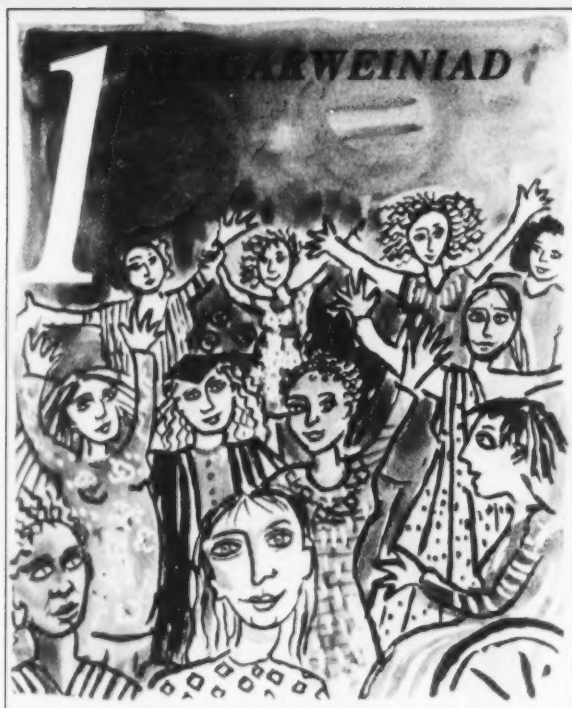
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Argraff Cyf., Caerdydd

Argraffwyd gan V Arts Press, Caerdydd

19



Mae'r adroddiad ymchwil hwn yn archwilio safle menywod mewn addysg a hyfforddiant yng Nghymru wedi'r oed y gellir ymadael â'r ysgol, sef 16. Y mae'r astudiaeth yn rhan o gyfraniad y Comisiwn Cyfle Cyfartal i waith **Chwarae Teg** yng Nghymru.

Corff ystatudol annibynnol yw'r Comisiwn Cyfle Cyfartal a sefydlwyd gan y Senedd i sicrhau cyfleoedd cyfartal, cyflogau cyfartal, a statws cyfartal i fenywod a dynion. Ei swyddogaeth yw goruchwilio a gorfodi'r Deddfau Gwahaniaethu ar sail Rhyw a'r Ddeddf Cyflogau Cyfartal a hyrwyddo arfer da.

Consortiwm annibynnol yw Chwarae Teg o wahanol gyrff yn cynnwys y Swyddfa Gymreig, Awdurdod Datblygu Cymru (ADC), Cynghorau Hyfforddi a Menter (CHMau), awdurdodau lleol, a'r CCC ei hun sydd yn ceisio ehangu swyddogaeth menywod yn y gweithlu. Y mae'n dilyn Cynllun Gweithredu a luniwyd ar sail ymchwil a ddangosai bod rhwystrau neilltuol yn wynebu menywod yng Nghymru, yn cynnwys yr angen am sicrhau bod y ddarpariaeth addysg a hyfforddiant yn fwy agored i fenywod ac yn ateb eu gofynion yn well.

Ym 1993, lawnsiodd CCC Cymru gyhoeddiad llwyddiannus, **Gwireddu Posibiliadau**, yn seiliedig ar brofiad ymarferol yng Nghymru o ffyrdd o geisio gwneud y ddarpariaeth addysg a hyfforddiant ar gyfer menywod yn fwy effeithiol. Ceisiai, yn neilltuol, annog mabwysiadu arfer da mewn cyrsiau prif-ffrwd. Yn yr un flwyddyn nodai canlyniadau **Ymchwiliad Ffurfiol** y CCC i **Hyfforddiant Galwedigaethol yng Nghymru a Lloegr** bwysigrwydd sefydlu peirianwaith arwyllo ac asesu cynhwysfawr i

bwyso a mesur llwyddiant yr ymgais i sicrhau cydraddoldeb o fewn addysg a hyfforddiant.

Mae'r astudiaeth hon yn dwyn y gwaith rhagddo. Ei amcanion oedd:

- ◆ nodi agweddau allweddol ar y cyd-destun polisi a safle menywod yn y farchnad lafur;
- ◆ darparu arolwg ystadegol o safle menywod mewn addysg a hyfforddiant, gan dalu sylw neilltuol i ansawdd a nifer yr ystadegau sydd eu hangen ar gyfer arwyllo ar sail rhyw a nodi lle mae bylchau yn yr ystadegau;
- ◆ dadansoddi cynlluniau arbennig ar gyfer menywod mewn addysg a hyfforddiant.

Gelwir sylw at ymhygiadau polisi eraill y casgliadau hefyd. Bwriedir i'r gwaith hwn gynorthwyo'r rheini sydd wrthi'n datblygu polisi addysg a hyfforddiant yng Nghymru a gwledydd eraill, a'r rheini sydd yn cynllunio ac yn rhedeg y ddarpariaeth. Mae'n cynnig darlun cynhwysfawr o safle cyfredol menywod o fewn rhychwant llawn y ddarpariaeth addysg a hyfforddiant, gan ddangos yn eglur, er gwaethaf y camau sylweddol a gymerwyd tuag at sicrhau cydraddoldeb mynediad i gysiau, bod cryn anghydraddoldeb yn bod o hyd o ran y math o gysiau yr ymgwymerir â hwy gan fenywod, eu statws a'r nawdd a roddir iddynt, a all wedyn olygu llai o gyfleoedd a diffyg llwyddiant yn y farchnad lafur i'w gymharu â dynion.

Mae'r astudiaeth hon yn hynod amserol. Mae'r cyd-destun polisi wedi newid yn ddramatig yn ddiweddar o safbwynt swyddogaethau a chyfrifoldebau nifer o fudiadau allweddol. Tra ceir **partneriaethau** newydd rhwng mudiadau, ceir hefyd y duedd tuag at '**farchnadeiddio**' addysg a hyfforddiant. Gall caniatáu mwy o le i rymoedd marchnad olygu gwrthio materion megis polisiau cyfle cyfartal ac anghenion menywod i'r cysgod oherwydd y pwyslais ar faterion eraill sydd yn cyfrif mwy am resymau ariannol. Y mae'n bwysig na chaiff hynny ddigwydd.

Sefydlwyd llu o gynlluniau newydd yn anelu at ddatblygu sgiliau menywod, lawer o'r rheini wedi eu cychwyn gan fenywod ei hunain. Un her allweddol yw gwneud arfer da yn rhan o'r brif ffrwd.

Cyfyngwyd ar yr astudiaeth hon gan amser ac adnoddau felly dibynnwyd ar ffynonellau eilradd ar gyfer yr arolwg, y cyd-destun a'r cynlluniau arbennig, ynghyd â chyfweliadau lled-strwythuredig gyda phobl allweddol. Wrth geisio creu darlun ystadegol o safle menywod mewn addysg a hyfforddiant defnyddiwyd ystadegau swyddogol ac arolwg o wybodaeth a gasglwyd gan asiantaethau eraill yn cynnwys colegau addysg bellach (AB) a'r CHMau yng Nghymru. Yn fynych iawn, ni chyflwynir ystadegau cyhoeddedig mewn modd sydd yn amlygu'r dimensiwn rhyw; mae hynny'n gofyn cryn dipyn o ddadansoddi eilradd. Dangosodd yr arolwg nad oedd unrhyw batrymau

systematig o gadw cofnodion ymhlith colegau AB a CHMau. Yr oedd gallu'r rhain gan hynny i ymateb i geisiadau am wybodaeth ar batrymau cyfranogi menywod yn amrywio'n eang.

Elwodd yr astudiaeth hefyd ar wybodaeth arbenigol aelodau pwyllgor llywio'r prosiect a Gweithgor Rhwydwaith Hyfforddi a Menter Chwarae Teg.

Er bod llawer agwedd ar safle menywod mewn addysg a hyfforddiant yng Nghymru yn dal i gymharu'n wael ag eiddo dynion a'r sefyllfa yng ngweddill Prydain, dengys canlyniadau'r astudiaeth hon y bu cynnydd mawr yn y deng mlynedd diwethaf. Er enghraifft, mae cyfraddau cyfranogi wedi gwella yn gyffredinol er bod dewisiadau pwnc yn dal i fod yn rhyw-ystrydebol. Mae Gweithdy Menywod De Morgannwg, sefydliad o fri rhyngwladol sydd yn targedu menywod dan anfantais, yn enwedig menywod duon ac o leiafrifoedd ethnig, newydd ddathlu ei ddegfed penblwydd. Mae cyrsiau mynediad wedi tyfu ar garlam, gyda menywod, yn bennaf, yn elwa ar hynny. Ceir mwy o gyrsiau yn anelu at fenywod sydd am ddychwelyd i'r gwaith sydd yn mynd i'r afael â'r hyn sydd yn rhwystr i gyfranogaeth menywod, megis anghenion gofal plant, magu hyder, ac arweiniad.

Fodd bynnag, er gwaethaf y cynnydd hwn, mae mawr angen ffordd fwy cyfundrefnol a strategol o ymdrin ag anghenion menywod Cymru am addysg a hyfforddiant, am resymau economaidd - i sicrhau na fydd Cymru'n rhanbarth Ewropeaidd isel ei sgiliau ac isel ei chyflogau ac er mwyn brwydro yn erbyn gwahaniaethu annheg.

Y CYD-DESTUN POLISI



Gwelodd maes addysg a hyfforddiant newidiadau polisi sylweddol yn y pum mlynedd diwethaf, rai ohonynt o ganlyniad i bolisi'r llywodraeth Brydeinig, ac eraill yn neilltuol i Gymru. Y Swyddfa Gymreig sydd bellach yn gyfrifol am Addysg Bellach (AB), Áddysg Uwch (AU) a hyfforddiant, ac yn ddiweddar, cyhoeddodd ddogfen ymgynghorol ar ddatblygu sgiliau, *Pobl a Ffyniant: Her i Gymru*. Y mae saith CHM wedi eu sefydlu yng Nghymru. Trosglwyddwyd cyllido i Gynghorau Addysg Uwch ac Addysg Bellach Cymru. Mae'r dileu'r rhaniad blaenorol rhwng sefydliadau cyfochrog mewn addysg uwch yn golygu bod gennym, yn ychwanegol at chwe choleg Prifysgol Cymru, brifysgol newydd, Prifysgol Morgannwg. Pan ddygwyd rheolaeth awdurdodau lleol ar AB i ben, cyfunwyd rhai colegau. Sefydlwyd cymwysterau newydd megis y Cymwysterau Galwedigaethol Cenedlaethol (CGCau) a'r Cymwysterau Galwedigaeth Cenedlaethol Cyffredinol (CGCCau) a thargedau ar gyfer addysg a hyfforddiant - y Targedau Cenedlaethol ar gyfer Addysg a Hyfforddiant (TCAHau).

Mae dwy brif duedd yn ymhyg yn yr holl newidiadau hyn sydd yn croes-dynnu. Ar y naill law, ceir datblygu **consortia a phartneriaethau** yng Nghymru. Mae Chwarae Teg wedi bod yn gatalydd i brosiectau sydd yn yn cael eu datblygu i gwrdd ag anghenion hyfforddi menywod. Un o'r rhain oedd yr astudiaeth a gyllidwyd gan ADC, "Ehangu Swyddogaeth Menywod yn y Gweithlu", rhagflaenydd Chwarae Teg a oedd yn cynnwys arolygon o gyflogwyr. Sefydlwyd Cyfle 2000 yng Nghymru flwyddyn yn ddiweddarach nag yn Lloegr, ac mae wedi sicrhau

cyfranogaeth llawer cyflogydd mewn prosiectau hyfforddi. Dygodd y Swyddfa Gymreig y CHMau a mudiadau eraill ynghyd ac mae wrthi'n datblygu banc data ar hyfforddi. Mae'r CHMau Cymreig yn cyd-gyllido eu cydgysylltydd eu hunain. Mae Cymru wedi datblygu rhwydweithiau gyda phedwar Rhanbarth Modur Ewrop, ac mae addysg a hyfforddiant yn rhan bwysig o'r cysylltiadau hyn.

Ar yr un pryd, mae tuedd tuag at **farchnadeiddio** addysg a hyfforddi: mae grymoedd marchnad, wedi eu ffurfio gan gyllido fformwla, yn arwain at newid ym mlaenoriaethau a gweithgareddau colegau. Er ei bod hi'n anodd darogan effaith marchnadeiddio ar addysg a hyfforddiant menywod yn y pen draw, y mae yna beryglon. Gall y cyllido fformwla newydd, er enghraifft, olygu na fydd rhai cyrsiau addysg i oedolion sydd wedi bod o wasanaeth mawr i fenywod yn cynhyrchu elw. Nid yw gwaith allgyrhaedd, a darpariaeth ar gyfer menywod o leiafrifoedd ethnig ag anghenion ieithyddol, mor broffidiol â chysiau eraill. Dylid arwyllo'r effeithiau hyn yn fanwl.

Un o'r prif ffynonellau cyllid ar gyfer hyfforddiant yng Nghymru yw'r Comisiwn Ewropeaidd (CE). Mae'r CE yn fwyfwy eiddgar i ddatblygu sgiliau menywod, am resymau economaidd (yn wyneb newidiadau demograffig a phrinder sgiliau o fewn yr Undeb Ewropeaidd) a rhesymau cymdeithasol (er osgoi allgau niferoedd mawr o fenywod yn gymdeithasol). Mae symudiadau ar droed i sicrhau gosod anghenion menywod yn y dyfodol ym mhrif ffrwd y Gronfa Gymdeithasol Ewropeaidd (y GGE). Y mae NOW, ymgais benodol y CE i hyrwyddo hyfforddiant i fenywod, ar drothwy cyfnod newydd chwe blynedd o hyd, gyda dwywaith ei chyllideb flaenorol. Mae IRIS, rhwydwaith prosiectau hyfforddi menywod yn Ewrop, newydd gychwyn ail gyfnod estynedig.

Rhaid cadw cyfleoedd cyfartal yn gyffredinol ac anghenion menywod yn neilltuo ar ganol y llwyfan wrth ddatblygu polisiau newydd.



Y mae cyfraddau gweithgaredd economaidd menywod a dynion yng Nghymru gyda'r isaf ym Mhrydain. Un o brif achosion segurdd yw'r nifer uchel o ddynion a menywod o oed gwaith sydd wedi eu cofrestru'n sal neu'n anabl (ffynhonnell wreiddiol, cyfrifiad 1991, ERES 1994). Y mae Cymru'n neilltuo o ddiffygiol o ran cyfleusterau gofal plant, ac y mae hynny'n rhwystro menywod rhag cyfranogi mewn addysg, hyfforddiant a'r farchnad lafur (Chwarae Teg 1993). Mae'r gweithlu wedi ei wahanu ar sail rhyw i raddau helaeth iawn, gyda llawer o fenywod mewn swyddi rhan-amser a rhai isel eu sgiliau, ar gyflogau isel. Mae rhyw 20 y cant o'r boblogaeth yn medru'r Gymraeg ac mae menywod Cymraeg eu hiaith yn debycach o fod yn economaidd segur neu mewn swyddi sgiliau isel na'r di-Gymraeg (Labordy Ymchwil Rhanbarthol Gogledd Orllewin Lloegr, 1993, Morris 1994). Menywod o leiafrifoedd ethnig yw ychydig dros un y cant o fenywod o oed gwaith yng Nghymru, gyda ychydig yn llai na hanner y rheini yn economaidd weithgar i'w gymharu â bron dau draean o fenywod gwynion. Mae'r sefyllfa'n amrywio o'r naill grŵp ethnig i'r llall: mae menywod Du Affricaidd a Charibiaidd, a rhai Indiaidd a Tsineaidd yn fwy tebygol o fod yn economaidd weithgar, a rhai Pakistani a Bangladeshi yn llai tebygol (Owen 1994).

Y prif rwystrau i gyfranogiad menywod diwaith ac economaidd segur mewn addysg, hyfforddiant a gwaith cyflog yw: diffyg cyfleusterau gofal plant y gellir ei fforddio, dim cludiant preifat o fewn eu cyrraedd a chludiant cyhoeddus annigonol, diffyg hyder, oriau anaddas, a diffyg sgiliau modern, o sylwedd. I fenywod sydd am ddychwelyd i faes addysg a hyfforddiant, mae

arddulliau dysgu ac oriau sy'n gyfleus i'r teulu, tiwtoriaid o fenywod, a hyfforddiant i fenywod yn unig, yn enwedig yn y technolegau newydd, wedi bod o bwys hefyd.

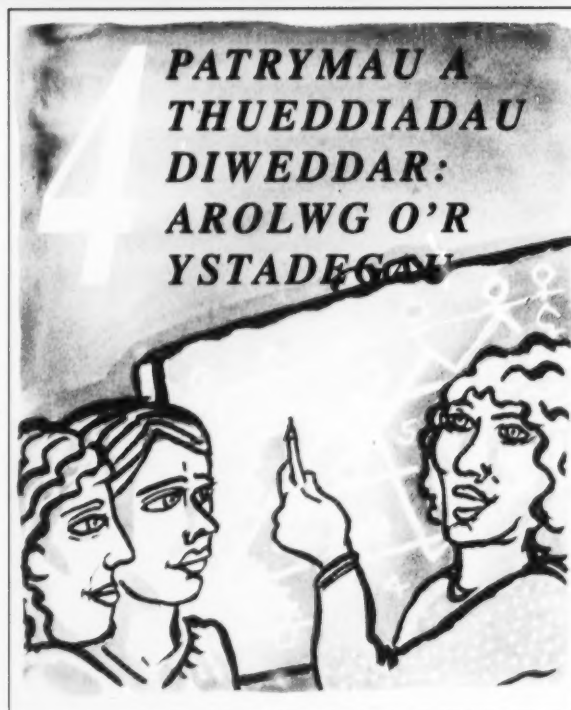
Mae nodweddion allweddol eraill cyfranogiad menywod yn y farchnad lafur o safbwynt yr hyfforddiant sydd ar gael iddynt fel a ganlyn:

- ◆ Mae buddsoddi cyflogwyr mewn hyfforddiant wedi ei ogwyddo'n gryf tuag at staff rheoli a thechnegol llawn-amser hyn: o ganlyniad, cyll llawer iawn gormod o fenywod y cyfle o dderbyn hyfforddiant swydd-gysylltiedig. Mewn sectorau sydd yn cyflogi llawer o fenywod, gwelir tueddiadau amrywiol. Mae'r sector fân-werthu yn cynnwys rhai cwmnïau sydd yn buddsoddi mewn staff ac yn hyfforddi menywod i swyddi arolygol. Mae astudiaethau o achosion unigol yn y maes glanhau contract, ar y llaw arall, yn dangos gostyngiad mewn cyflogau, a throsiant staff uchel (Rees a Fielder, 1992).

- ◆ Mae menywod mewn mwyafrif llethol ym meysydd addysg a ieuchyd, a nodweddir gan lefel gymharol uwch o fuddsoddi mewn hyfforddi staff. Fodd bynnag, mae perygl yn bydd 'credlythrennu' cynyddol y proffesiynau, sydd yn golygu mwy fyth o alw am gymhwysterau, yn peri problemau arbennig i fenywod sydd yn cymryd egwyl yn eu gyrfa, neu sydd am ddychwelyd i waith rhan-amser. Bydd y bwch sgiliau a chymwysterau rhyngddynt hwy a dynion a menywod â chyfnod gwasanaeth llawn-amser, di-fwlch yn lledu.

- ◆ Nifer cymharol fychan o fenywod sydd mewn swyddi uchel yng Nghymru i'w gymharu â Lloegr, hyd yn oed mewn proffesiynau lle mae menywod yn y mwyafrif helaeth (Rees a Fielder, 1991, 1992). Mae rheolwagedd yn arbennig o brin: mewn arolwg o gyflogwyr yn ne Cymru, adroddodd 50 y cant ohonynt nad oedd ganddynt unrhyw reolwagedd o gwbl (Rees a Willcox 1991). Mae'r diffyg menywod ar y lefelau uchaf mewn addysg a hyfforddiant, fel athrawon a gweinyddwagedd, yn destun pryder hefyd gan fod menywod yn y safleoedd hyn yn cyflawni swyddogaethau cynghori, bod yn rôl-fodelau, a rhwydweithio.

- ◆ Mae hunan-gyflogaeth a busnesau bychain yn nodweddion pwysig yn economi Cymru, yn enwedig yng nghefn gwlad: mae wyth y cant o fenywod gwyn yng Nghymru yn hunan-gyflogedig (cyfran uwch nag yn Lloegr neu'r Alban). Mae hunan-gyflogaeth ddwywaith yn fwy cyffredin ymhlith menywod o'r lleiafrifoedd ethnig, ac y mae'n neilltuol o uchel ymhlith menywod Pakistani a Tsineaid (Owen 1994). Datguddiodd prosiect Athena, a gyllidwyd gan y CR, ar entrepreneurs benywaidd yng Nghymru broblemau difrifol a wynebid gan fenywod a oedd am sefydlu busnes. Nid oedd yr asiantaethau menter yn gallu ymateb i anghenion menywod na busnesau teuluol: yr oedd yr hyfforddiant yn fynych yn anaddas (Gateway Europe 1993).



Patrymau cyfranogaeth

Mae patrymau cyfranogaeth menywod mewn addysg a hyfforddiant yn fwy cymhleth nag yr arferent fod. Arferai menywod fod dan anfantais ar bob mesurydd cyfranogaeth a chyrhaeddiad. Yn awr, gellir gweld yr enillwyd tir, ond mae rhai mannau gwan o hyd. Tra bod rhai llwybrau mynediad a dilyniant yn cael eu troedio'n gyson, nid yw hynny'n wir am eraill. At hynny, y mae'n aneglur i ba raddau yr addaswyd y ddarpariaeth addysg a hyfforddiant i ateb amryfal anghenion menywod, neu y gorfu i fenywod ymaddasu i systemau nas dyluniwyd â'u hanghenion hwy mewn golwg. Gan edrych y tu hwnt i batrymau cyfranogi, y mae cwestiynau ynglŷn â phrofiad menywod o addysg a hyfforddiant.

Mae crynodeb diweddar gan yr Adran Addysg ar safle menywod mewn addysg ôl-ysgol ym Mhrydain yn disgrifio'r sefyllfa yn ei chrynswth (1993). Bydd merched yn cael gwell canlyniadau TGAU; mae cyfartaledd uwch o fenywod yn cyfranogi mewn addysg yn 16 a 17; mae menywod yn debycach o sefyll arholiadau lefel A a llwyddo ynddynt; mae gwahaniad dybryd ar sail rhyw yn y pynciau a astudir gan is-raddedigion; mae mwy o ddiweithdra ymhlith graddedigion benywaidd na rhai gwrywaidd; mae gan ddynion well cymwysterau, ond mae'r bwch hwnnw'n cau yn y grwpiau oedran iau; mae athrawon yn debycach o fod yn fenywod; mae menywod yn debycach o fod yn astudio ar gyrsiau AB byrrach na dynion. Serch hynny, mae'r penawdau moel hyn i ddisgrifio'r prif dueddiadau yn cuddio problemau a thagfeydd, rai ohonynt yn neilltuol i Gymru.

◆ Bu cynnydd chwim yn y cyfraddau aros yn hwy yn yr ysgol yn y pum mlynedd diwethaf, o hanner y disgyblion 16 oed ym 1989 i 70 y cant ym 1993. Mae mwy o fenywod yn aros yn hwy, yn enwedig yn y siroedd gwledig. O'r rheini sy'n dewis aros mewn addysg yn 16 oed, mae rhyw ddau draean o ddynion a menywod yn parhau mewn addysg lawn-amser wedyn tan eu bod yn 18 oed. O'r rheini nad ydynt yn aros yn yr ysgol, mae nifer gynyddol lai yn derbyn Hyfforddiant Ieuencid: dynion yw'r mwyafrif o'r rhain.

◆ Mae'r farchnad swyddi i bobl ifanc wedi crebachu i ddim bron, a dim ond nifer pitw o swyddi ag elfen o hyfforddiant ynddynt sydd ar gael i'r rheini sy'n ymadael â'r ysgol yn 16 oed. Ym 1993, ymadawodd llai na 2 y cant o ferched â'r ysgol i fynd i swydd a oedd yn cynnwys hyfforddiant (Gwasanaeth Gyrfaoedd Cymru 1994). Yn fwy brawychus, dengys ymchwil yn Ne Morgannwg bod rhyw bumed rhan o rai 16 i 18 oed, ar unrhyw adeg, heb fod mewn addysg, hyfforddiant neu swydd: mae llawer ohonynt yn 'diflannu' o'r system yn gyfangwbl (Istance, Rees a Williamson, 1994).

◆ Mae Cymry 16-18 oed yn perfformio'n gymharol wael i'w gymharu â Lloegr. Y mae canran dipyn uwch yn ymadael â'r ysgol heb unrhyw gymwysterau. Ar ben arall y sbectrwm, mae'r cyfartaledd sydd â dau neu fwy o lefelau A yn isel hefyd. Fodd bynnag, mae menywod yn perfformio'n well yn y cyswllt hwn na dynion. Dengys cymhariaeth rhwng y siroedd mai Morgannwg Ganol sydd yn perfformio waethaf (Y Swyddfa Gymreig 1994b).

Addysg Bellach ac Uwch

◆ Mae menywod yn y mwyafrif mewn AB. Ceir patrwm o fwy o fenywod yn ymuno â chysiau agored a rhai gyda'r nos, a mwy o ddynion mewn rhaglenni wedi eu hintegreiddio â gwaith. Dynion yw dau-draean o fyfyrwyr 'ar ryddhad', ond ychydig iawn o lefydd felly sydd ar gael bellach. Bydd menywod yn dilyn y cyrsiau mwy academiaidd tra bydd dynion yn astudio am gymwysterau BTec a City and Guilds (Y Swyddfa Gymreig 1994a). Mae menywod yn llai debyg o ennill cymwysterau o ganlyniad i'w hastudiaethau.

◆ Mae mwy o ddynion na menywod (47 y cant) yn dal i fod mewn **addysg uwch ac eithrio prifysgol**. Mae dynion yn debych o ddilyn cyrsiau 'brechdan' a 'rhyddhad'. Mae mwy yn cofrestru am gyrsiau, ond ceir gwahaniad rhywiol cryf ar sail pwnc, yn enwedig mewn mathemateg, technoleg a chyfrifiadureg. Mae cyrsiau addysg a rhai meddygol-cysylltiedig yn denu llawer mwy o fenywod (Y Swyddfa Gymreig 1994a).

◆ Y mae ychydig yn fwy o fenywod na dynion o Gymru yn **is-raddedigion** mewn prifysgolion ledled y DU. Mae niferoedd mawr o ddynion a menywod ar gyrsiau gweinyddiaeth busnes ac astudiaethau cymdeithasol. Yno, megis mewn AU amgen na phrifysgol, ceir menywod ar gyrsiau addysg a meddygol-gysylltiedig tra bod dynion yn y mwyafrif yn y gwyddorau. Mae'r diffyg menywod yn amlwg mewn gwyddoniaeth, technoleg a pheirianeg - meysydd twf ill fri. Tan-gynrychiolir menywod o Gymru yn y meysydd hyn nid yn unig mewn perthynas â dynion o Gymru ond o'u cymharu â menywod o rannau eraill o Brydain hefyd (data drwy law Cofnod Ystadegol y Prifysgolion).

◆ Mae menywod wedi treiddio i faes addysg **ôl-gradd**: erbyn diwedd 1992, menywod oedd 44 y cant o fyfyrwyr o'r fath o Gymru. Ceir y mwyafrif helaeth mewn nifer fechan o feysydd: ceir 75 y cant o fenywod mewn tri o ddeg pwnc, gyda 80 y cant o ddynion mewn dim ond pedwar pwnc. Mae 35 y cant o ôl-raddedigion benywaidd mewn addysg i'w gymharu ag 20 y cant o ddynion. Yma eto, tangynrychiolir menywod o Gymru mewn peirianeg a thechnoleg i'w gymharu ag ôl-raddedigion benywaidd ledled y DU (data drwy law Cofnod Ystadegol y Prifysgolion).

◆ Cynyddodd y nifer ar **gyrsiau mynediad** ddengwaith yng Nghymru rhwng 1988/9 a 1993/4. Mae rhaglenni o'r fath ar gael ar raddfa eang bellach drwy AB, ac yn gynyddol drwy AU. Bydd tri-chwarter o fyfyrwyr mynediad yn mynd ymlaen i gyrsiau AU. Menywod yw'r mwyafrif sy'n dilyn cyrsiau mynediad (58%). Fodd bynnag, mae angen mynd i'r afael â lled y dewis sydd ar gael, yn enwedig o safbwynt agor mynediad i raddau gwyddoniaeth (Uned Mynediad Cymru 1993).

◆ Yn y **Brifysgol Agored** (BA) yng Nghymru, mae'r patrymau cyffredinol o gofrestru a dewis pynciau yn cyfateb yn agos iawn i'r rheini mewn rhaglenni prifysgol confensiynol. Mae 43 y cant o fyfyrwyr y BA yng Nghymru yn fenywod (1992). Mae'r ffurf hon o ddysgu hirbell yn fwy llwyddiannus yn denu menywod hŷn (dros 40 oed) na dynion hŷn. Mae 60 y cant o fenywod yn y BA yn astudio celfyddydau a gwyddorau cymdeithasol. Mae pynciau "gwrywaidd" yn denu llai o fenywod nag y mae pynciau "benywaidd" yn denu dynion (Y Swyddfa Gymreig 1994a).

◆ At ei gilydd, mae menywod o leiafrifoedd ethnig yn ffurfio 3.3 y cant o fyfyrwyr lawn-amser yng Nghymru er nad ydynt ond 1.5 y cant o gyfanswm y menywod yn y wlad. Gellir priodoli hynny yn rhannol i'r nifer o fyfyrwyr tramor sydd yn mynychu sefydliadau addysg uwch. Ceir lefelau cyfranogaeth uchel ymhlith grwpiau ethnig 'Tsineidd ac eraill' (Owen 1994).

Menywod a dysgu: hyfforddiant dechreuol a darlithwyr coleg

◆ Ceir mai menywod sydd yn y mwyafrif llethol mewn hyfforddiant dysgu dechreuol yng Nghymru yn y BEd (79%) a'u bod yn fwy na hanner (60%) y rheini sydd yn astudio am y cymhwyster uwch. Y Tystysgrif Ôl-Gradd mewn Addysg (TOGA) (Y Swyddfa Gymreig 1994a).

◆ Gall athrawesau a rheolwragedd fod yn rôl-fodelau pwysig, yn enwedig mewn meysydd annhraddodiadol. Fodd bynnag, er gwaethaf y mwyafrif llethol o fyfyrwragedd mewn hyfforddi dysgu, dynion yw 80 y cant o'r darlithwyr a'r staff hŷn mewn AB ac AU amgen na phrifysgol. Mae'r canran o fenywod mewn swyddi uchel yn y prifysgolion yng Nghymru yn nodedig o is na hyd yn oed y ffigur isel yn Lloegr (data drwy law Cofnod Ystadegol y Prifysgolion).

Mathau eraill o addysg a hyfforddiant i oedolion

◆ Nod y Targedau Cenedlaethol ar gyfer Addysg a Hyfforddiant (TCAHau) yw bod 80 y cant o bobl ifaine yn cyrraedd safon gyfwerth â CGC lefel 2 (o leiaf 5 TGAU, graddfeydd A-C erbyn 1997) a 50 y cant safon gyfwerth â CGC lefel 3 (2 neu fwy o lefelau A neu'r cymhwyster galwedigaethol cyfwerth erbyn y flwyddyn 2000). Y mae Cymru y tu ôl i wledydd eraill y DU yn y canran sydd yn cyrraedd y TCAHau ar y lefelau Sylfaen - y cymwysterau sydd wedi eu hanelu at bobl ifanc. Ar gyfer lefel 3, mae Cymru y tu ôl i holl ranbarthau Lloegr hefyd. Nid yw'r wybodaeth hon wedi ei dosbarthu yn ôl rhyw (NACETT 1994).

◆ Dichon y gellid gobeithio y gwrthbwysid perfformiad cymharol wael oedolion ifanc yng Nghymru parthed y TCAHau drwy fod oedolion hŷn yn derbyn hyfforddiant swydd-gysylltiedig yn ddiweddarach. Yn anffodus, mae Cymru'n gwneud yn wael yn y gymhariaeth ranbarthol yn y fan hon eto, ac mae menywod yng Nghymru yn gwneud yn neilltuo o wael. O ran pa faint o hyfforddiant swydd-gysylltiedig sydd ar gael, mae sefyllfa menywod yng Nghymru yn waeth nag eiddo menywod yn holl ranbarthau eraill Prydain; yng Nghymru y mae'r bwlch rhwng dynion a menywod waethaf hefyd. Dim ond 37 y cant o Fenthyciadau Datblygu Gyrfa yng Nghymru a aeth i fenywod (Bethygiadau Datblygu Gyrfa 1993).

◆ Hyfforddi am Waith yw'r prif ffurf o hyfforddiant nawdd-cyhoeddus ar gyfer oedolion diwaith. Mae'r data yn wan, ond awgryma bod mwy o ddynion yn cyfranogi na menywod. Unwaith eto, mae Cymru'n cymharu'n wael â rhannau eraill o Brydain o safbwynt y canran dan hyfforddiant sydd yn ennill cymhwyster hyfforddiant galwedigaethol. Mae dewisiadau traddodiadol a rhaniadau galwedigaethol yn gryf iawn.

Ym 1991, yr oedd menywod o leiafrifoedd ethnig yng Nghymru yn debycach o fod ar gynlluniau'r llywodraeth na rhai yn yr Alban neu Lloegr, a dwywaith yn debycach o fod na menywod gwyn (CSO 1993).

Cyrhaeddiad addysgiadol y boblogaeth mewn oed: cymwysterau lefel uchel

◆ Ym mhob grŵp oedran, mae gan fwy o ddynion yng Nghymru gymwysterau lefel-gradd, tra bod menywod yn fwyafrif ymhlith y rheini â thystysgrifau AU islaw lefel gradd. Mae'r anfantais fenywaidd yn neilltuo o amlwg ym Morgannwg Ganol a Gwent (OPCS 1994). Mae hyn yn tanlinellu pwysigrwydd addysg a hyfforddiant barhaol i fenywod gan mai cyfran fechan o fenywod sydd wedi mynd i mewn i addysg uwch yn hanesyddol. Tra bod gan rai menywod o leiafrifoedd ethnig gymwysterau da, yn Ne Morgannwg, sydd yn cofnodi'r nifer uchaf o fenywod du a rhai o leiafrifoedd ethnig, mae'r gyfradd sy'n ennill cymwysterau yn is nag eiddo'r boblogaeth wen (Owen 1994).

Ystadegau ac Arwyllo

Mae ystadegau cywir y gellir eu defnyddio yn hanfodol ar gyfer arwyllo ar sail rhyw. Dyna sut y gellir asesu cynnydd. Y maent yn taflu goleuni at effaith gwahanol bolisiau ar y gwahaniaeth rhwng y ddau ryw o safbwynt cyfraddau cofrestru am gysiau a chyfraddau cwblhau, a dylid bwydo'r canlyniadau i mewn i'r broses gynllunio a phenderfynu strategol. Dylai'r cynlluniau i wella'r banc data ar addysg a hyfforddiant sy'n cael eu datblygu gan y Gweithgor Gwybodaeth Addysg a Hyfforddi Cymreig a gadeirir gan y Swyddfa Gymreig atgyfnerthu'r duedd tuag at well arwyllo ystadegau ar sail rhyw.

Mae arwyllo ar sail rhyw drwy ystadegau yn weithgaredd aml-ochrog ag iddo sawl dimensiwn allweddol. Tra bod rhyw yn ddimensiwn y cesglir data addysg a hyfforddiant ar ei gyfer yn aml iawn, yn wahanol i gysiau Cymraeg, a chyfranogaeth yn ôl tarddiad ethnig ac anabledd, cyflwynir y wybodaeth hon ar ffurf data amrwd, sydd yn drwsogl i'w dehongli. Lle bo hynny'n bosibl, dylid dangos data ar ryw mewn canrannau yn ogystal â niferoedd fel bod y dosbarthiad yn glir.

Mae colegau a CHMau yn amrywio'n helaeth o ran yr hyn a gesglir ganddynt, a'u gallu i gael gafael ar ddata pan ofynnir iddynt. Mae rhai ystadegau'n wan, mae amrywiaeth fawr yn y cyfundrefnau o gadw cofnodion a ddefnyddir, ac mae newidiadau mewn trefniadaeth wedi creu bylchau. Yn ein harolwg, mae hyn yn neilltuo o wir am y CHMau ar hyn o bryd.

Gwnaed yr argymhellion a ganlyn ar gyfer arwyllo ystadegau ar sail rhyw:

◆ Cam mawr ymlaen fyddai 'cerdyn sgorio rhyw' ar gyfer ystadegau addysg a hyfforddiant, a fyddai'n

cynnwys cyfres o fesuryddion. Gellir arwyllo cynnydd wedyn. Yn y modd hwn, gellir nodi lle mae bylchau penodol yn yr ystadegau y mae angen eu llenwi: mae'r rhain yn cynnwys gwybodaeth am rai 16 i 18 oed nad ydynt mewn addysg, gwaith neu hyfforddiant, a data ar bobl sy'n rhoi'r gorau i gyrsiau, swyddi yr eir iddynt, cyfraddau cwblhau cyrsiau, a staffio.

◆ Byddai o gymorth pe gellid datblygu **canllawiau** ar systemau arwyllo ar sail rhyw ar gyfer darparwyr. Dylai'r rhain ganiatau croes-dabliad gydag newidynnau eraill megis tarddiad ethnig. Gallai'r rhain hefyd egluro pam mae casglu data yn bwysig i ddatblygu strategaeth sefydliadol.

◆ Y mae'n hanfodol datblygu **system integreiddiedig o reoli data** er mwyn crynhoi data ar addysg a hyfforddi yng Nghymru. Byddai hynny'n osgoi dyblygu a chynhyrchu setiau data anghymharus. Bydd yn hwyluso datblygu agwedd strategol tuag at hyfforddi menywod. Gallai camau newydd gan y Swyddfa Gymreig ym maes ystadegau hyfforddi fod yn ddefnyddiol iawn yn y cyswllt hwn.

◆ Y mae angen ymchwil ar ansawdd hyfforddiant i fenywod er gallu ymdrin yn fanylach â materion nas datgelir drwy ystadegau. Byddai hyn yn cyffwrdd â **phrofiad** menywod o addysg a hyfforddiant, yn enwedig mewn pynciau a astudir gan ddynion yn bennaf. Dichon y byddai'n ddefnyddiol bwydo effaith hyfforddiant i fenywod yn unig, yn cynnwys hyfforddwragedd, arweiniad a chynghori, i mewn i'r broses o feddwl yn strategol am fenywod a hyfforddiant.

◆ Mae dull **consortium** o ddatblygu ystadegau arwyllo ar sail rhyw yn ymarferol ar lefel Cymru, a byddai hynny'n esgor ar ganlyniadau amhrisiadwy. Gan bod angen integreiddio anghenion hyfforddi i mewn i bolisiau marchnad lafur a datblygu economaidd yn fwy cyffredinol, byddai'r data hyn o werth i gwsmeriaid ymhell y tu hwnt i gwmpas darparwyr addysg a hyfforddiant a'r CHMau.

MENTRAU ADDYSG A HYFFORDDI



Yn ddiweddar, cyhoeddodd y CCC *Gwireddu Posibiliadau* sydd yn disgrifio mentrau addysg a hyfforddiant i fenywod yng Nghymru, gan danlinellu pwyntiau allweddol mewn arfer da. Ceisiodd yr astudiaeth hon osgoi dyblygu'r deunydd sydd yn y cyhoeddiad hwnnw a chanolbwyntio ar enghreifftiau dethol o ddiddordeb neilltuol.

Y Mentrau

◆ Mae rhan **Chwarae Teg** yn y gwaith o hyrwyddo hyfforddiant i fenywod ymhlith cyflogwyr wedi bod yn hanfodol. Mae wedi dadlau'r achos cryf o blaid gofal plant o safbwynt busnes, ac wedi datblygu partneriaethau rhwng cyflogwyr a darparwyr hyfforddiant yn anelu at well cyfleusterau gofal plant.

◆ Mae **Cyfle 2000** yng Ngymru wedi canolbwyntio ar hyfforddi fel un o'i brif feysydd llafur. Mae'r trefniant cynghori rhwng Dŵr Cymru, un o gwmnïau brodorol mawr Cymru, a chwmni bychan ym Morgannwg Ganol yn cynnig model y gallai eraill ei ddilyn.

◆ Mae **Gweithdy Menywod De Morgannwg** wedi ennill gwobrau lu am ei waith arloesol. Mae gan y Gweithdy feithrinfa yn y fan a'r lle, nid yw'n codi tâl am hyfforddiant, a darperir hyfforddiant ar gyfer menywod llai breintiedig mewn electroneg a chyfrifiadureg. Lawnsiwyd cyrsiau newydd mewn telemateg a thelegyfathrebu. Anelir at fenywod duon a rhai o leiafrifoedd ethnig yn enwedig, yn ogystal â rhieni sengl.

◆ Mewn menter sydd wedi denu cryn sylw yn y wasg Brydeinig, mae **Prifysgol Gymunedol y Cymoedd** yn dod ag addysg uwch i garreg drws pobl mewn cwm tlawd yn ne Cymru sydd heb gludiant o fewn eu cyrraedd. Menywod sydd wedi ymateb yn bennaf, y rhan fwyaf ohonynt yn rhai a ymadawodd â'r ysgol yn 15 neu 16 oed.

◆ Mae **Prosiect Hyfforddi mewn Sgiliau Dwyieithog Coleg Prifysgol Cymru Caerdydd** yn creu cyfle i fenywod dwyieithog o leiafrifoedd ethnig i wella eu gobaith o ddod o hyd i swyddi drwy ddatblygu eu sgiliau trosi a chyfieithu.

◆ Mae saith prosiect **NOW** wedi eu cyllido gan y CE yng Nghymru, a chwe aelod o IRIS, y rhwydwaith prosiectau hyfforddi menywod a gyllidir gan y CE. Y maent yn cynnwys prosiectau yn Nyfed, Clwyd, Gwent a Phowys.

◆ Mae cyrsiau **Astudiaethau Menywod** wedi datblygu ar garlam yng Nghymru yn y blynyddoedd diwethaf ac y maent yn llwyddo i ddenu menywod o oed aeddfed i mewn i AU. Cynllun a gyllidwyd gan Gyngor Cyllido Addysg Uwch Cymru (CCAUC) yw Project Grace, sy'n dwyn ynghyd athrawon AU ac AB mewn prosiect unigryw i baratoi deunydd cyrsiau ar hanes menywod yng Nghymru.

Gwersi'r Mentrau mewn Addysg a Hyfforddiant Menywod

Tuedda'r cynlluniau uchod a llawer un arall fod wedi eu cychwyn **gan fenywod ar gyfer menywod**, gan gydnabod bod y ddarpariaeth brif-ffrwd yn ddiffygiol neu'n amhriodol. Mae llawer ohonynt yn arddangos pa mor bwysig a pha mor effeithiol yw **gwelthio ar y cyd**. Mae'n bwysig cynnal y cynlluniau hyn, gan geisio ymgorffori elfennau o arfer da yn y **brif ffrwd** ar yr un pryd. Yn ddieithriad, mae'r prosiectau hyn yn **bodoli ar fin y gyllell**, gyda llawer o egni yn cael ei ddargyfeirio o hyfforddi i'r gwaith o geisio cyllid pellach. Gan hynny, mae angen mwy o gyllido parhaol ar gyfer llawer o'r prosiectau hyn, yn ogystal â mwy o gyngor a chefnogaeth i rai sydd yn ymgeisio am gyllid, yn enwedig cyllid oddi wrth y Comisiwn Ewropeaidd.

◆ Tanlinellir pwysigrwydd **gwaith allgyrraedd**, yn enwedig i fenywod mewn ardaloedd cefn gwlad, rhieni sengl, menywod o leiafrifoedd ethnig, menywod sydd am ddychwelyd i'r gwaith, a rhai menywod Cymraeg eu hiaith. Da o beth, gan hynny, fyddai cyflogi menywod mewn gwaith allgyrraedd sydd yn rhannu rhai o'r nodweddion hyn.

◆ Y mae diffyg **cyfleusterau gofal plant** yn rhwystr anferth i fenywod ymuno â chysiau hyfforddi prif-ffrwd. Mae ystyriaethau gofal plant yn effeithio ar

amseru cyrsiau, ac yn awgrymu bod angen datblygu dulliau dysgu hirbell a threfniadau hyblyg eraill ar gyfer addysg a hyfforddiant.

◆ Y mae mesurau i **fagu hyder** yn hanfodol, yn enwedig er mwyn cael menywod i symud i mewn i feysydd addysg, hyfforddiant neu waith sy'n diriogaeth dynion yn bennaf.

◆ Y mae **arweiniad a chynghori tymor-hir** yn ollbwysig: mae'r CE wedi cydnabod hyn yn ei gynllunio ar gyfer y rhaglenni newydd, LEONARDO a SOCRATES.

◆ Mae angen **systemau hyblyg** gyda llwybrau dilyniant mwy datblygedig, unedau modiwl ar gael a fydd yn caniatáu crynhoi a throsoglwyddo credydau, a mwy o bwyntiau mynediad i mewn i addysg a hyfforddiant.

◆ Dylid cyflogi llawer mwy o fenywod fel athrawon hyn, hyfforddwagedd a rheolwagedd mewn sefydliadau AB/AU, gan ddarparu **rôl-fodelau** ar gyfer myfyrwagedd.

◆ Mae **hyfforddi ar gyfer menywod yn unig** yn llwyddiant, yn enwedig ym maes y technolegau newydd; mae angen llawer mwy o gyfleoedd.



CASGLIADAU AC YMHLYGIADAU POLISI

Menywod yn dal ar ôl mewn Addysg a Hyfforddiant

Er bod llawer o arwyddion bod pethau'n gwella, mae safle menywod mewn addysg a hyfforddiant yng Nghymru yn dal ar lawer agwedd yn waeth nag eiddo dynion; y mae'n waeth, hyd yn oed, na sefyllfa menywod mewn rhannau eraill o'r DU. Y mae'r darlun yn gymhleth ond y brif neges a ddaw o adolygu'r ymchwil a wnaed a dadansoddi'r ystadegau yw nad yw triniaeth gydradd yn arwain yn anorod at ganlyniadau cydradd. Yn syml iawn, nid yw llawer o'r ddarpariaeth sydd yn bod ar hyn o bryd yn agored i fenywod. Er gwaetha'r nifer fawr o fentrau newydd ardderchog, rai ohonynt wedi eu cychwyn gan fenywod i ddarparu hyfforddiant cydnaws i fenywod gan amlaf, y maent yn ymylol i'r ddarpariaeth brif-ffrwd ac ni allant gyrraedd pawb.

Mae gwahaniad dwfn ar sail rhyw yn y cyfundrefnau addysg a hyfforddiant. Mae dynion yn y mwyafrif llethol ar gyrsgau gwyddoniaeth a pheirianeg, a rhai â chysylltiadau uniongyrchol â'r farchnad lafur. Ceir niferoedd mawr o fenywod mewn AB ac AU lefel is, ac ar gyrsgau nad ydynt yn arwain at gymwysterau. Y maent ymhell ar ei hôl hi o ran cymwysterau galwedigaethol. Yn fynych, ni fydd y cymwysterau sydd ganddynt yn trosi'n gyfleoedd yn y farchnad lafur. Mae'r ffaith bod menywod yn gorfod cymryd egwylliau gyrfa, a'r cyrch tuag at gredlythrennedd yn golygu y bydd menywod sy'n dychwelyd i'r farchnad lafur yn parhau i wynebu anawsterau cynyddol oni wellir y ddarpariaeth ar gyfer dychweledigion.

Ymhlygiadau Polisi Cyffredinol.

Y mae nifer o ymhlygiadau polisi cyffredinol yn deillio o'r astudiaeth hon.

◆ Y cyntaf, a'r pwysicaf, yw bod **datblygu sgiliau menywod yn hanfodol i ddatblygiad yr economi Gymreig**. Gan hynny, y mae o bwys hanfodol bod polisiau hyfforddi yn cael eu hintegreiddio â strategaethau datblygu economaidd rhanbarthol. Mae'r cyd-destun polisi ac yn enwedig yr ymrwymiad i adeiladu'r "economy ansawdd uchel, cynhyrchedd uchel" y gelwir amdani yn nogfen y Swyddfa Gymreig, "Pobl a Ffyniant: Her i Gymru" yn gyfle gwerthfawr i osod cwestiwn anghenion addysg a hyfforddiant menywod, ac angen yr economi am ddatblygu sgiliau menywod, yn uchel ar yr agenda.

◆ Yn ail, gyda phatrymau o wahaniad ar sail rhyw yn dyfal-barhau mewn addysg, hyfforddiant a chyflogaeth, mae'n amlwg bod angen rhaglen newydd o **gyngori ar yrfaedd am oes**. Gyda'r gwasanaeth gyrfoedd ar ganol ei ad-drefnu, a'r pwysigrwydd cynyddol a rydd y CE i arweiniad a chynghori, dyma'r adeg i hyrwyddo'r syniad hwn. Dylai ymdrin â dewisiadau ystrydebol a disgwyliadau isel merched ysgol, anghenion menywod di-waith a rhai sydd am ddychwelyd i'r gwaith, a datblygiad gyrfa menywod mewn gwaith. Mae gan drefniadau cynghori, rhwydweithiau a rôl-fodelau bosibiliadau eang, ac mae angen archwilio hyn yn effeithiol, a derbyn mor ddifrifol yw'r prinder menywod mewn swyddi uwch.

◆ Mae gan arwlyio cynhwysfawr ar sail rhyw drwy **ystadegau addysg a hyfforddiant** ran hanfodol i'w chwarae; dylid bwydo'r canlyniadau i mewn i syniadaeth strategol. Y mae hyn mor wir am gyrff sydd wrthi'n darparu addysg a hyfforddiant ag ydyw am y gyfundrefn yn ei chrynsyth ar lefel ranbarthol a chenedlaethol. Rhaid newid y ffocws, o sicrhau cydraddoldeb mynediad ffurfiol i ddarganfod beth yw'r rhwystrau i gydraddoldeb go iawn o ran canlyniadau. Mae bylchau yn dal i fod yn yr ystadegau. Yn enwedig ar fethiant i gwblhau cyrsiau, faint sy'n cwblhau, pa swyddi yrânt iddynt, a staffio. Byddai canllawiau ar gyfer darparwyr addysg a hyfforddiant ar sut i arwlyio, pa ffeithiau i'w casglu a sut yw cyflwyno yn fuddiol. Mae'r sefydliadau a allai hyrwyddo gwaith yn y maes hwn yn cynnwys y CCC, y Swyddfa Gymreig, CCAUC a Chyngor Cyllido Addysg Bellach Cymru (CCABC).

◆ Mae'r syniad o ddull **partneriaeth** o fynd ati a ddatblygwyd yn llwyddiannus eisoes yng Nghymru gan Chwarae Teg a chonsortia eraill yn ysgogiad pwerus i gynydd, datblygu perthynas waith, a datblygu ymwybyddiaeth a diwylliant cyffredin. Mae gofal plant yn bwnc allweddol y mae Chwarae Teg wedi mynd i'r

afael ag ef drwy bartneriaethau rhwng colegau a chyflogwyr: gobeithio y dilynir yr esiampl hon.

Blaenoriaethau Ymchwil a Chwestiynau ar gyfer y Dyfodol

◆ Mae angen **ymchwilio** i brofiad menywod o addysg a hyfforddiant, fel y gellir dod ag elfennau arfer da i mewn i'r brif ffrwd. Mae bylchau helaeth yn ein gwybodaeth am brofiadau menywod ifainc sydd wedi ymadael â'r ysgol ond heb fod mewn addysg, hyfforddiant neu waith; y rhesymau bod cyn lleied o fenywod mewn safleoedd â grym penderfynu yng Nghymru ac effaith hynny yn enwedig ym maes addysg; a pham bod cyn lleied o hyfforddiant swydd-gysylltiedig dan nawdd cyflogydd ar gael ar gyfer menywod yng Nghymru. Yn olaf, mae angen mwy o waith dogfennu ac ymchwilio ym maes mynediad i addysg a hyfforddiant drwy gyfrwng y Gymraeg.

◆ Mae safle menywod mewn hyfforddiant dan nawdd cyflogydd yn broblem neilltuol i fenywod yng Nghymru. Mae hynny'n esgor ar y cwestiynau a ganlyn: a yw felly am nad yw menywod yn y swyddi technegol a rheolol hynny sydd yn tueddu i ddenu hyfforddiant; neu oherwydd agweddau cyflogwyr neu anallu menywod i ymdopi ag addysg ar ben cyfrifoldebau teuluol; neu am fod menywod yn debychach o fod yn gweithio mewn mentrau bychain a chanolig eu maint sydd yn llai tebyg o gynnig hyfforddiant? Y mae'n amlwg bod angen i gyflogwyr archwilio'r meini prawf er dethol staff i'w hyfforddi, ac ystyried sut y gellir ymdopi'n greadigol ag ymrwymadau teulu, gwaith a hyfforddiant.

◆ Gyda'r pwyslais cynyddol ar ddatblygu sgiliau menywod yn y CE, y mae'n hanfodol sicrhau y manteisir ar gyfleodd i sicrhau cyllid er hyfforddi menywod yn effeithiol.

◆ Y mae angen datblygu sgiliau y gyfran helaeth o fenywod a gollodd allan ar addysg ar y cynnig cyntaf er mwyn iddynt allu dod yn rhan o'r gweithlu rhwng nawr a diwedd y ganrif. Mae angen i systemau cyllid gadw hyn mewn golwg; rhaid cydnabod y bydd cwtogi ar grantiau cynhaliach yn effeithio'n waeth ar fenywod am eu bod yn llai tebygol o gael nawdd gan gyflogydd neu fenthyciad gyrfa, ac yn debygol o fod â phobl yn ddibynol arnynt. Mae swyddogaeth CCABC a CCAUC yn hanfodol yn y fan hon i sicrhau cynnal y lefel bresennol o gyllid mynediad sydd yn cyflenwi'r grantiau cynnal ar gyfer menywod ag anghenion arbennig. Dylai colegau fod â'u cyfleusterau gofal plant eu hunain er mwyn i fenywod â phlant gael gwell mynediad i addysg uwch a phellach.

◆ I gloi, dylai sicrhau bod arfer da a ddysgwyd oddi wrth y llu o fentrau ardderchog mewn addysg a hyfforddiant menywod yn dod yn rhan o'r brif ffrwd fod yn nod tymor-hir. Gellir cymhwyso eu nodweddion llwyddiannus a dyfeisgar hwy yn gyffredinol, gan gynnwys hyblygrwydd, modwleiddio, gofal plant, arweiniad a chynghori, oriau cydnaws a gofal am deulu, magu hyder, taliadau y gellir eu fforddio, llwybrau dilyniant, a hyfforddiant i fenywod yn unig lle bo hynny'n briodol. Y mae datblygu economi Cymru yn dibynnu'n neilltuol ar ddatblygu sgiliau ei menywod, un o'n hadnoddau cenedlaethol na wnaed defnydd llawn ohonynt hyd yma.

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Carem hefyd gydabod cymorth yr holl unigolion a mudiadau hynny a gydweithredodd yn y gwaith ymchwil, ac aelodau Grŵp Cyngori'r Prosiect, a oedd yn cynnwys:

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Mae'r adroddiad ymchwil llawn, *Women in Post-Compulsory Education and Training in Wales*, gan Dr Teresa Rees o'r Ysgol Astudiaethau Trefol Uwch, Prifysgol Bryste, a David Istance o'r Adran Addysg Barhaus i Oedolion, Coleg Prifysgol Cymru, Abertawe ar gael am £10.95 gan y Comisiwn Cyfle Cyfartal.

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*Chwarae
Teg Fairplay*

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